

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



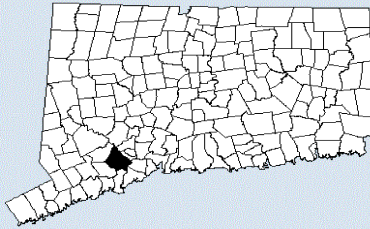
Shelton School District

Mr. Freeman Burr, Jr., Superintendent • 203-924-1023 • www.sheltonpublicschools.org/

District Information

Grade Range	PK-12
Number of Schools	12
Enrollment	4,982
Per Pupil Expenditures ¹	\$12,969
Total Expenditures ¹	\$68,136,561

¹Expenditure data reflect the 2012-13 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,430	48.8	48.3
Male	2,552	51.2	51.6
American Indian	*	*	0.2
Asian	328	6.6	4.6
Black or African American	194	3.9	12.9
Hispanic or Latino	471	9.5	21.2
Pacific Islander	*	*	0.0
White	3,925	78.8	58.4
Two or More Races	52	1.0	2.3
English Language Learners	193	3.9	5.7
Eligible for Free or Reduced-Price Meals	1,061	21.3	37.3
Students with Disabilities ¹	634	12.7	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	326	13.6	77	3.1
Male	266	10.6	198	7.7
Black or African American	27	13.7	20	9.8
Hispanic or Latino	87	19.2	36	7.8
White	453	11.7	205	5.1
English Language Learners	14	9.2	9	4.7
Eligible for Free or Reduced-Price Meals	225	21.8	108	9.6
Students with Disabilities	113	18.7	68	9.6
District	592	12.1	275	5.5
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 19

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	292.3
Paraprofessional Instructional Assistants	46.8
Special Education	
Teachers and Instructors	41.4
Paraprofessional Instructional Assistants	68.5
Administrators, Coordinators and Department Chairs	
District Central Office	9.6
School Level	18.4
Library/Media	
Specialists (Certified)	6.3
Support Staff	0.0
Instructional Specialists Who Support Teachers	11.2
Counselors, Social Workers and School Psychologists	22.6
School Nurses	12.0
Other Staff Providing Non-Instructional Services/Support	235.5

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	3	0.7	1.0
Black or African American	0	0	3.5
Hispanic	2	0.5	3.6
Native American	0	0	0.1
White	402	98.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.5
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	40	12.7	81	27.2
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	11	17.5
Students with Disabilities	0	0	0	0
District	50	13.4	95	26.2
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	21	35.0
Emotional Disturbance	11	39.3
Intellectual Disability	*	*
Learning Disability	146	60.3
Other Health Impairment	68	61.8
Other Disabilities	*	*
Speech/Language Impairment	68	60.2
District	317	54.5
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	67	1.3	1.4
Emotional Disturbance	28	0.6	1.0
Intellectual Disability	13	0.3	0.4
Learning Disability	242	4.8	4.2
Other Health Impairment	113	2.2	2.5
Other Disabilities	22	0.4	1.0
Speech/Language Impairment	124	2.4	1.9
All Disabilities	609	12.0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	39,240,777	7,676	8,769
Instructional Supplies and Equipment	1,041,382	204	275
Improvement of Instruction and Educational Media Services	1,099,946	215	487
Student Support Services	4,430,628	867	965
Administration and Support Services	7,236,486	1,416	1,600
Plant Operation and Maintenance	7,977,249	1,560	1,472
Transportation	4,224,069	760	786
Costs of Students Tuitioned Out	2,111,685	N/A	N/A
Other	774,339	151	178
Total	68,136,561	12,969	14,642

Additional Expenditures

Land, Buildings, and Debt Service	7,656,516	1,498	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,951,126	48.1	35.6
Noncertified Personnel	1,639,361	13.2	14.5
Purchased Services	215,711	1.7	5.0
Tuition to Other Schools	1,634,192	13.2	21.4
Special Ed. Transportation	1,142,589	9.2	8.5
Other Expenditures	1,797,267	14.5	14.9
Total Expenditures	12,380,246	100.0	100.0
PK-12 Expenditures Used for Special Education		18.2	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	87.6	87.9
State	10.0	9.5
Federal	2.4	2.6
Tuition & Other	0.0	0.0

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	75.8	77.3	73.7	74.4	.	.	.	.
Hispanic or Latino	77.8	76.9	80.5	81.8	.	.	.	.
English Language Learners	62.2	66.7	66.6	72.3	.	.	.	.
Eligible for Free or Reduced-Price Meals	71.9	73.3	76.5	78.0	.	.	.	.
Students with Disabilities	52.7	53.7	58.8	61.0	.	.	.	.
High Needs	66.1	68.2	70.7	73.8	.	.	.	.
District	86.0	85.6	86.9	87.8	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	<20	.	.	.	
Hispanic or Latino	63.6	68.9	73.7	71.5	28	65.3	71.9	No	
English Language Learners	.	.	.	.	<20	.	.	.	
Eligible for Free or Reduced-Price Meals	63.0	59.8	69.7	74.5	78	68.8	68.1	Yes	
Students with Disabilities	41.5	42.0	36.8	45.7	49	45.9	46.1	No	
High Needs	59.3	58.3	62.1	68.0	110	64.3	64.5	No	
District	79.2	78.8	82.8	83.0	420	81.9	81.5	Yes	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.0	77.1	90.6	88.4	1,523	86.3
Curl Up	87.8	91.7	91.6	94.8	1,523	91.5
Push Up	86.6	70.0	81.4	75.0	1,523	77.9
Mile Run/PACER	80.2	91.9	84.6	60.5	1,523	80.2
All Tests - District	64.7	56.6	68.7	52.6	1,523	60.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	41	80.5	75.1	Yes	77.0
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	103	75.7	77.8	No	79.4
Students with Disabilities	26	42.3	55.9	No	59.7
District	394	90.1	88.8	Yes	89.3
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	81.1	162	42.5
Male	80.5	154	43.5
Black or African American	87.0	*	*
Hispanic or Latino	70.0	13	21.7
White	80.8	278	45.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	65.3	30	20.8
Students with Disabilities	*	0	*
District	80.8	316	43.0
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	81.9	93.2
Male	80.2	90.6
Black or African American	*	*
Hispanic or Latino	64.1	*
White	83.6	92.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	70.2	86.0
Students with Disabilities	*	*
District	81.0	91.9
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Shelton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

A system-wide goal of the SPSS is to maintain and or increase parent engagement in both their child's education as well as home-school community communication. Our webpage provides our greater school community a broad range of information connecting them to our educational offerings, programs, and activities. Each school provides parents the ability to connect with their student's progress through our student management system's "parent portal" giving daily access to student progress, achievement, assignments, and calendars. Campus Messenger is an announcement tool used to disseminate SPSS messages in "general" or "emergency" situations.

Individual schools also hold parent informational activities such as: Incoming Kindergarten Parents' Night, Student-Parent Orientations for transitions at 4th, 6th, and 8th grades, College Fair, PTA-PTO "Back to School" Nights, Student Awards Assemblies, Family Festivals, Book Fairs, Literacy, Math, Astronomy, and Open Forum Nights in addition to Parent-Teacher Conferences on all levels. PTA-PTO activities are held in each school focusing on student needs and school programs. Individual school webpages, activity calendars, and newsletters inform the school communities.

Shelton continues to emphasize curriculum development with close alignment to state frameworks, focused professional development, analysis of multiple sources of data to strengthen remedial assistance, and overall tracking of student progress and achievement. The School Readiness Council and summer school for pre-k students are additional outreach programs to the greater school community. The 2014-15 Futures report has been used to enhance transitional programs between grade levels, increase the uniformity and efficiency of the PPT process, and focus on the rigor of planned educational programs. The district focus on differentiated instruction and LRE provides sustained professional development for all staff members in these areas.

Shelton Public Schools District School Improvement Plan 2014-15.

Literacy:

1. Increase the total number of students in grades 3-10 who will meet or exceed the year end proficiency performance level as measured by SRI assessment.
2. Increase the total number of Hispanic-Latino students in grades 3-10 who will meet or exceed the year end proficiency performance levels as measured by SRI assessment.

Mathematics:

1. Increase the total number of students in grades 3-6 who will meet or exceed the year end proficiency performance level as measured by Math common formative assessments.
2. Increase the total number of students in grades 7-10 who will meet or exceed the year end proficiency performance level as measured by Math common formative assessments.

Science:

1. Increase the total number of students achieving goal as measured by the CMT and CAPT Science Assessments.

Career Pathways:

1. Develop a comprehensive plan to increase the opportunities for students in grades 5 through 8 to be exposed to units of study in a career pathway.

Parent & Community Engagement:

1. Develop, implement, and analyze the results of a district-wide school community survey to be administered at each building.
2. Implement the recommendation from the Future's report to insure an effective special education student transitions in grades 4-5, 6-7, & 8-9.

Efforts to Reduce Racial, Ethnic and Economic Isolation

SPSS provides our students a diversified educational experience through program monitoring & curriculum development. In K-8 our PBS Plan provides guidance lessons for all classes delivered by school counselors to address bias & create a safe environment for learning. Lessons focus on tolerance, diversity awareness, & bullying. Schools hold "diversity day" where students experience limitations i.e., physical limits, a hearing disability, or to be from a different race or economic class. These experiences in a non-threatening way internalize realities other than their own. A sense of community exists & is supported in all of our schools by food & winter coat drives, holiday giving, book drives, charitable donations, community service, & volunteering. Inter-district programs & PTO sponsored cultural arts events provide students the opportunity to celebrate cultural similarities, differences & foster mutual respect for other ethnic backgrounds. Students participate in system-wide Junior Achievement career lessons that reduce economic isolation. Our Mentoring Program pairs at-risk students with strong role models from business & industry. 120 mentors meet weekly with students. 7-12 students are heterogeneously grouped, inclusive of ability levels, races, genders, & ELLs. Heterogeneity & diversity is the strength of our schools, community, & nation. United Way Student Volunteer Council benefits valley families through: VUW Bowl-a-thon, Special Olympics, Penguin Plunge, Relay for Life, Valley Goes Pink, Acts of Kindness, I Won't Stand For It Day, Spooner House & SPS Food Bank. A "Best Buddies", "unified" basketball, track, & cheerleading teams bring students together in an inclusive environment. We send students culturally rich inter-district programs: ECA (14); RCA (24), Discovery (25), 6 to 6 Magnet in NH(16), Fairchild Wheeler (45) & Bpt Aquaculture (94) among others smaller placements in a variety of NH Magnets. The SPSS is supporting the Inter-district Science Magnet program which is under construction in Bridgeport. Shelton's BOE & Administration support & plan opportunities for students to interact & understand the world around them through embedded curriculum tasks & units of study.

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Equitable Allocation of Resources among District Schools

SBOE policy guarantees a base level of materials & financial resources to each school contingent on needs. The needs of all students, age of school facilities, grant monies, NEASC reports, & environmental tests results serve to further allocate funds. State & federal legislation such as NCLB, LRE, indoor air quality, green cleaning, & compliance reviews are considered. Shelton's long-range objectives continue to be updated to suit the district's instructional goals, tech needs, & facility infrastructure. Meetings with PTA-PTOs ensure the greater school community has input into the budget making process. Safety, security, facility improvement, & air quality are continually addressed. All SPSS's facility improvements & projects are supported by the district's equitable allocation of resources. PD of certified staff is directly aligned to the DIP, Individual SIPs, curriculum initiatives-revisions, & student achievement. New initiatives, supplies, equipment, & programs are funded equitably based on student-faculty-staff-building needs. SBOE budget is posted on the website after district/public participation in SBOE finance committee budget building process is complete.